

## GUIDELINES FOR DEMONSTRATING COMPETENCE

### Year 3 Fieldwork Assessment - Practicum THREE OCTY708

*NB: These are **guidelines/example activities only**. This is not a list of tasks that must be completed in order to demonstrate competence. Other context-specific learning opportunities may be available during placement which enable you to demonstrate the expected criteria/competencies.*

COMPETENCY	Performance indicators	Suggested Learning tasks and tips
<b>APPLYING WHAKAORA NGANGAHAU OCCUPATIONAL THERAPY KNOWLEDGE, SKILLS AND VALUES</b>	1.1, 1.2, 1.3, 1.5, 1.7	<ul style="list-style-type: none"> <li>• Document and discuss with FWE (Fieldwork Educator) aspects of the CPPF as implemented with a client or group.</li> <li>• Identify, describe, and implement appropriate occupational therapy models and frames of references with people in your practice setting.</li> <li>• Demonstrate a variety of communication skills (verbal and non-verbal) appropriate to the context.</li> <li>• Demonstrate appropriate verbal, written and non-verbal communication relevant to the context, e.g., client interactions, team meetings, family meetings.</li> <li>• Demonstrate an ability to adapt your communication skills with people, in recognition of their abilities and impairments, cultural backgrounds, and values.</li> <li>• You involve the client/whānau in discussions around treatment goals and intervention plans; you listen to others' perspective and address concerns with the appropriate support.</li> <li>• You discuss your assessment findings and intervention plans with the FWE, using appropriate models and frames of references to support your decisions.</li> <li>• Your assessment and intervention plans reflect an occupational therapy perspective; use template(s) appropriate to the setting.</li> <li>• You demonstrate a good understanding of relevant diagnoses within the practice setting, and the impact on occupational performance.</li> <li>• You identify and describe the core occupational performance issues of the client or patient, and address these in your intervention plan using clinical and professional reasoning.</li> </ul>
	1.4 You coach, consult and collaborate with people and/or whānau to establish sustainable interventions that align with their aspirations.	<ul style="list-style-type: none"> <li>• You support people in gaining the knowledge, skills, and confidence to become active participants in their care. E.g., creating and sharing resources, adapting your communication, whānau involvement.</li> <li>• You assess the client's physical, cultural, social, institutional, socio-economic, and virtual environments to guide and support your intervention.</li> <li>• You identify and explain the barriers and/or enablers to occupational performance in these environments,</li> </ul>

		and strategies to enhance participation (in keeping person/whānau goals)
	1.6 You analyse and integrate current theory with evidence to make decisions in your practice.	<ul style="list-style-type: none"> <li>• Consider the following steps: <ol style="list-style-type: none"> <li>1. Determine the clinical problem or question.</li> <li>2. Acquire evidence from multiple credible resources to help answer the question.</li> <li>3. Appraise the quality or validity of the evidence.</li> <li>4. Discuss your findings and reasoning with the FWE before applying the theory/evidence to clients/patients.</li> <li>5. Evaluate the outcome with your FWE.</li> </ol> </li> <li>• Assess and analyse how the CMOP-E informs clinical reasoning in this context.</li> <li>• Seek out additional literature that is specific to your placement setting and client group (ask your FWE for recommendations); reflect on your findings in supervision and how it will inform your practice.</li> <li>• Seek out social/political information and link it to a client/service/occupational therapy context. E.g., ministry website, OTBNZ website, newspapers, and other media/social interest groups.</li> </ul>
	1.8 You advocate for occupational justice.	<ul style="list-style-type: none"> <li>• Identify and describe factors that impact on equity and access to opportunities that enable diverse, healthy, and meaningful occupations.</li> <li>• Relate this to the person or population within the service context.</li> <li>• Your intervention plan and recommendations enable and supports diverse, healthy, and meaningful occupations for people.</li> <li>• You identify factors that contribute to occupational deprivation, and identify/discuss how to overcome these barriers.</li> </ul>
<b>RESPONSIVENESS TO TE TIRITI O WAITANGI</b>  <i>*These skills can be observed across all settings, working with a diverse group of people.</i>	2.1 You identify and address any conscious or unconscious bias, discrimination and racism with appropriate support and guidance.	<ul style="list-style-type: none"> <li>• Show an awareness of how your own cultural beliefs, values and attitudes inform your practice; reflect on this in supervision.</li> <li>• Identify any potential safety issues (physical, psychological, emotional, cultural, spiritual) and discuss these promptly with your FWE.</li> <li>• Identify any cultural bias and how to safely address this in practice.</li> <li>• Reflect on the <i>Bias Self-Assessment</i> tool that was completed in P2 (see Canvas resources). Reflect on your current knowledge and awareness; are there any gaps? If so, how will you address these?</li> <li>• Consider the population group(s) within the practice settings, and any health disparities that may be exacerbated by racism and/or culturally unsafe practice.</li> <li>• Discuss the measures that you will actively take to ensure culturally safe and responsive practice when</li> </ul>

		<p>working with people. This should also be evident throughout the OT process.</p>
	<p>2.2 You support tino rangatiratanga for Māori in your practice.</p>	<ul style="list-style-type: none"> <li>• You can articulate the difference between The Treaty of Waitangi and Te Tiriti O Waitangi, demonstrating a deeper understanding of the latter.</li> <li>• Identify the Kaumatua and other appropriate cultural advisors/supports and consult with them; identify any limitation around resources or access to cultural support and the potential impact on these communities.</li> <li>• Understand the link between tino rangatiratanga and health outcomes for Māori.</li> <li>• Identify potential barriers to occupational engagement and health inequities experienced by tangata whenua by drawing on relevant theory and statistical evidence.</li> <li>• Complete the free OTBNZ course for cultural competence (see Canvas for details).</li> <li>• Complete any mandatory trainings offered at your placement setting.</li> </ul>
	<p>2.3 and 2.4</p>	<ul style="list-style-type: none"> <li>• Tikanga – demonstrate an understanding of customary practices or behaviours and how to appropriately incorporate these in practice; link this to cultural safety. Review the best practice guidelines within your service setting.</li> <li>• Manaakitanga – demonstrate care, kindness, and respect towards all service users and whānau; this should be observed in all stages of the CPPF and in the Hui process.</li> <li>• Kaitiakitanga – consider physical and social spaces and environments; resources; how to make an environment safe for clients so that they are comfortable to engage.</li> <li>• You actively learn your pepeha with support if needed.</li> <li>• You actively seek opportunities to engage in karakia where appropriate.</li> <li>• Refer to resources in the AUT Orientation Pack/Booklet for more information. Another helpful source is <i>Inspiring Communities</i>: <a href="https://inspiringcommunities.org.nz/ic_resource/te-reo-resources/">https://inspiringcommunities.org.nz/ic_resource/te-reo-resources/</a></li> </ul>

	<p>2.5 You apply whānau tikanga, wairua and hauora to improve outcomes.</p>	<ul style="list-style-type: none"> <li>• You identify and describe family dynamics and roles and how these influence health outcomes.</li> <li>• You draw on relevant Māori Health Models to guide your practice with appropriate cultural support.</li> <li>• You use reflections, discussions and/or case studies to reflect your learning.</li> </ul>
--	---	--

<p><b>DEVELOPING AND SUSTAINING PARTNERSHIPS</b></p>	<p>3.1 You work proactively and respectfully with others.</p>	<ul style="list-style-type: none"> <li>• You show respect toward others keeping people and whānau at the centre of practice. This includes being on time, and being prepared. Be mindful of the language that is used with clients and members of the team.</li> <li>• You show initiative by asking appropriate questions and seeking out information; you make appropriate connections with other members of the team.</li> <li>• You dress appropriately for the setting.</li> </ul>
	<p>3.2 , 3.3 and 3.4</p>	<ul style="list-style-type: none"> <li>• Participate in MDT meetings and discussions and prepare accordingly.</li> <li>• Articulate the OT role within a service and liaise with other professionals involved in client care.</li> <li>• Demonstrate initiative in learning about the roles/responsibilities of team members, and how these roles contribute to people/whānau health outcomes.</li> <li>• You are aware of the service values, and how to explain the service delivery to people and whānau.</li> <li>• You initiate projects or activities appropriate for a person or group in consultation with your FWE; identify other opportunities to contribute to constructive team functioning and resource development (co-design).</li> <li>• Contribute to documentation within the setting, e.g. client's notes, reports, and minutes. You use professional language.</li> <li>• Write and discuss reflections in supervision.</li> </ul>
	<p>3.5 You use devices, apps and other digital tools to benefit your teams and/or people receiving your services.</p>	<ul style="list-style-type: none"> <li>• You familiarise yourself with the digital tools that are already being used within a service.</li> <li>• You explore and investigate other digital tools that could be appropriate to use with people/whānau within the practice setting (in consultation with your FWE).</li> <li>• You evaluate the implementation of these tools: what worked? What didn't work? How did the client respond/engage? Can anything be improved? How will you facilitate this?</li> </ul>

<b>PRACTICING IN A SAFE, LEGAL, ETHICAL, SUSTAINABLE AND CULTURALLY COMPETENT WAY</b>	4.1, 4.2, 4.3	<ul style="list-style-type: none"> <li>You recognise if the boundaries between personal and professional roles are compromising professional practice and discuss this with your FWE.</li> <li>Identify how confidentiality is maintained in a variety of situations; discuss how personal files should be accessed and stored.</li> <li>Follow the appropriate protocols around documentation (e.g. client notes) within the service setting.</li> <li>Familiarise yourself with the service's health and safety policies.</li> <li>Identify ethical issues in working with clients, in teams, with outside agencies; review the OTBNZ Code of Ethics document.</li> <li>Access and analyse information on ethical reasoning (e.g., textbooks, articles, course work) and apply this to a real situation or case study.</li> <li>Use your reflections from 2.1 to identify any potential safety risks and how to address these.</li> <li>Use appropriate risk assessment tools within the setting to ensure safe practice; promptly report any risk concerns to the FWE or other appropriate members of staff.</li> </ul>
	4.4 You keep appropriate records of the services you provide.	<ul style="list-style-type: none"> <li>Demonstrate clear documentation skills in client notes that reflect an occupational therapy perspective; use the template that is appropriate to the setting.</li> <li>Provide verbal and/or written report as relevant to clients' needs, e.g., in case notes, in case study, in team meetings.</li> <li>Ensure that all records are legible and readily available for review by your FWE and/or other members of the team.</li> </ul>
	4.5 You manage your own health and well-being so that you are fit to practice.	<ul style="list-style-type: none"> <li>You have updated your self-care plan and it is available for review.</li> <li>Take responsibility for your fitness to practice in consultation with your supervisor and other supports (AUT).</li> <li>Demonstrate taking responsibility regarding health needs related to self and others, e.g., awareness of and responsiveness to planned tasks in case of absence and/or negotiation around making up hours.</li> </ul>

**PRACTICING RESPONSIVELY AND UPHOLDING THE OCCUPATIONAL THERAPY PROFESSION**

<p>5.1 and 5.2</p>	<ul style="list-style-type: none"> <li>• You complete a Supervision Agreement with your FWE at the start of the placement (see template on Canvas).</li> <li>• You identify learning objectives at the start of the placement (see template on Canvas) and regularly review these in supervision.</li> <li>• Where appropriate, you create your own learning opportunities (identify and coordinate suitable resources to meet your learning needs).</li> <li>• Identify new learning needs and communicate this to relevant team members and/or supervisor.</li> <li>• Follow through with appointments, plans and interventions.</li> <li>• Implement the schedule with integrity i.e., keep appointments and set a standard of being punctual and always staying in communication with people you have appointments with</li> <li>• Complete the <i>Compulsory Integrative Learning Activities – CILAs</i> (see Canvas).</li> <li>• Complete at least 2 written reflections weekly, using a valid reflective process, to discuss in supervision, and identify learning / action plan. This is in addition to the CILAs.</li> </ul>
<p>5.3 You demonstrate professional behaviour and presentation appropriate to the context.</p>	<ul style="list-style-type: none"> <li>• Take initiative and show an interest in learning.</li> <li>• Ensure that you are punctual and/or communicate effectively with your supervisor if you run into any challenges.</li> <li>• Wear appropriate clothing for the context with name badge. Discuss the uniform requirements with your FWE prior to the start date.</li> <li>• Be open to feedback from staff and the FWE; write down clear action points to show that you will take feedback on board.</li> <li>• Identify and reflect on organisation policies related to professional behaviour.</li> <li>• Discuss issues in a timely manner with the FWE and offer potential solutions.</li> <li>• Demonstrate appropriate interactions/actions in a practice setting amongst service users, staff and other students.</li> </ul>
<p>5.4 You use supervision and feedback to reflect on and improve your own performance.</p>	<ul style="list-style-type: none"> <li>• Prepare the following for supervision:             <ul style="list-style-type: none"> <li>○ Reflections</li> <li>○ Agenda</li> <li>○ Learning objectives</li> </ul> </li> <li>• Always refer to the Fieldwork Assessment booklet to track progress.</li> <li>• Demonstrate awareness and understanding through CILAs and other reflective practice and discuss in supervision.</li> <li>• Include action plans to any address issues in reflective</li> </ul>

		<p>practice</p> <ul style="list-style-type: none"> <li>• Ask other team members for feedback on your performance where appropriate. Discuss this feedback with your FWE.</li> <li>• Identify ways in which you could use your strengths on this placement, e.g., taken from a SWOB analysis, reflections, or feedback; work on your weaknesses, turn your barriers into opportunities and identify what learning opportunities there are.</li> </ul>
	<p>5.5 You promote occupational therapy knowledge and services to people.</p>	<ul style="list-style-type: none"> <li>• You contribute to team meetings, bringing an OT perspective to case discussions.</li> <li>• You clearly articulate your OT role to people and other team members.</li> <li>• You identify opportunities (e.g., OT week) to highlight awareness of the profession.</li> <li>• You contribute to resources development within the department or service setting.</li> </ul>